

***Body of Evidence for
Specific Learning Disability Identification Checklist
Basic Reading Skills***

Student: _____

1. Rule Outs - The team has determined that the learning problems in Basic Reading Skills are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Reading Data—Unsatisfactory
- ☐ DPS Reading Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ DRA 2 – at least 1.5 years below grade level
- ☐ SRI Lexile level – at least 2.0 years below grade level
- ☐ CBM (at student's grade level) - 6 data points below 12th percentile on one or more measure(s)
 - ☐ Letter Naming Fluency (LNF)
 - ☐ Letter Sound Fluency (LSF)
 - ☐ Nonsense Word Fluency (NWF)
 - ☐ Initial Sound Fluency (ISF)
 - ☐ Oral Reading Fluency (ORF)

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions through Literacy Plans and SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ LNF
 - ☐ LSF
 - ☐ NWF
 - ☐ ISF
 - ☐ ORF

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis _____ Targeted Assessment _____
- ☐ Hypothesis _____ Targeted Assessment _____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Reading Fluency Skills***

Student: _____

1. Rule Outs - The team has determined that the learning problems in Reading Fluency are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Reading Data—Unsatisfactory
- ☐ DPS Reading Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ DRA 2 – at least 1.5 years below grade level
- ☐ CBM (at student's grade level) - 6 data points below 12th percentile on one or more measure(s)
 - ☐ Letter Naming Fluency (LNF)
 - ☐ Letter Sound Fluency (LSF)
 - ☐ Nonsense Word Fluency (NWF)
 - ☐ Initial Sound Fluency (ISF)
 - ☐ Oral Reading Fluency (ORF)

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions through Literacy Plan and SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ LNF
 - ☐ LSF
 - ☐ NWF
 - ☐ ISF
 - ☐ ORF

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

☐ Hypothesis_____ Targeted Assessment_____

☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Reading Comprehension***

Student: _____

1. Rule Outs- The team has determined that the learning problems in Reading Comprehension are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Reading Data—Unsatisfactory
- ☐ DPS Reading Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ DRA 2 – at least 1.5 years below grade level
- ☐ SRI Lexile level – at least 2.0 years below grade level
- ☐ CBM (at student's grade level) - 6 data points below 12th percentile on one or more measure(s)
 - ☐ MAZE
 - ☐ Oral Reading Fluency (ORF)

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions from Literacy Plans and SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ MAZE
 - ☐ ORF

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Written Expression***

Student: _____

1. Rule Outs – The team has determined that the learning problems in Written Expression are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Writing Data—Unsatisfactory
- ☐ DPS Writing Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ CBM (at student's grade level) - 6 data points below 12th percentile on one or more measure(s)
 - ☐ Correct Writing Sequences (CWS)
 - ☐ Correct Letter Sequences (CLS)
 - ☐ Spelling

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions from Literacy Plan and SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ CWS
 - ☐ CLS
 - ☐ Spelling

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Mathematical Calculation***

Student: _____

1. Rule Outs – The team has determined that the learning problems in Math Computation are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Math Data—Unsatisfactory
- ☐ DPS Math Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ CBM (at student's grade level) - 6 data points below 12th percentile on one or more measure(s)
 - ☐ Computation: used only after signed permission for evaluation is received
 - ☐ Early Numeracy

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions from SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ Computation
 - ☐ Early Numeracy
- ☐ RSA (Recognizing Student Achievement in Everyday Mathematics)
- ☐ End of Unit Assessments
- ☐ Assessments within math intervention program

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Mathematical Problem Solving***

Student: _____

1. Rule Outs – The team has determined that the learning problems in Math Problem-Solving are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ CSAP Math Data—Unsatisfactory
- ☐ DPS Math Benchmark—Unsatisfactory (Winter and Spring Assessments Only)
- ☐ Age/Grade Level Proficiency rating of unsatisfactory based on grade level data

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of intervention from SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ CBM Progress Monitoring (at student's instructional level) – At least 6 data points measuring response to intervention on one or more measure(s)
 - ☐ MCAP – AIMSweb
- ☐ RSA (Recognizing Student Achievement in Everyday Mathematics)
- ☐ End of Unit Assessments
- ☐ Assessments within math intervention program

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Oral Expression***

Student: _____

1. Rule Out – The team has determined that the learning problems in Oral Expression are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ Preschool Language Scale (PLS)
- ☐ Test of Language Development 4 (TOLD-4)
- ☐ Peabody Picture Vocabulary Test (PPVT)
- ☐ Oral and Written Language Scales (OWLS)
- ☐ Clinical Evaluation of Language Fundamentals 4 Screener (CELF-4)

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions from SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ Observation checklists with frequency counts

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist completed by a Speech/Language Pathologist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____

***Body of Evidence for
Specific Learning Disability Identification Checklist
Listening Comprehension***

Student: _____

1. Rule Outs – The team has determined that the learning problems in Listening Comprehension are not primarily the result of:

- ☐ Significant Limited Intellectual Capacity (SLIC)
- ☐ Significant Identifiable Emotional Disability (SIED)
- ☐ Vision Impairment
- ☐ Hearing Disability
- ☐ Motor Disability
- ☐ Cultural Factors
- ☐ Environmental or Economic Disadvantage
- ☐ English Language Acquisition

2. Does not achieve adequately...to meet state standards/Academic Skill Deficit

- ☐ Preschool Language Scale (PLS)
- ☐ Test of Language Development 4 (TOLD-4)
- ☐ Peabody Picture Vocabulary Test (PPVT)
- ☐ Oral and Written Language Scales (OWLS)
- ☐ Clinical Evaluation of Language Fundamentals 4 Screener (CELF-4)

3. Research-based Intervention and Strategies (Specialized Instruction)

- ☐ History of interventions from SIT documented in PLAAFP

4. Does not make sufficient progress/insufficient progress in response to a research-based intervention

- ☐ Observation checklists with frequency counts

5. Observation of the student's academic performance

- ☐ SLD Observation Checklist completed by a Speech/Language Pathologist

6. Root Cause Hypothesis and Targeted Assessment Planning

- ☐ Hypothesis_____ Targeted Assessment_____
- ☐ Hypothesis_____ Targeted Assessment_____